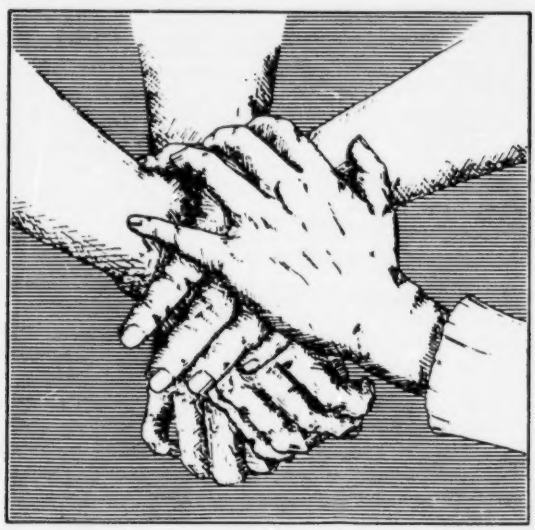
Grade 12 Diploma Examinations Program Bulletin

English 30 & English 33



1988-89 School Year

Alberta
EDUCATION
Student Evaluation and Records Branch

Published August 1988

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INTRODUCTION

Purpose of the Bulletin

The purpose of this bulletin is to provide information to teachers and students about the English 30 and English 33 Diploma Examinations for 1989. The information includes descriptions of the examinations, outlines of the objectives to be tested, blueprints that outline both the written-response and multiple-choice sections of the examinations, and the scoring guides. This bulletin also identifies modifications to the written-response sections of the examinations for 1989. Teachers are encouraged to inform their students of the content of this bulletin and to review the scoring guides with their students.

Teachers should also refer to the publications *Curriculum Specifications for English 30 and English 33* (April 1987), which delineate the specific content and objectives from which the test questions for English 30 and English 33 Diploma Examinations are developed. Teachers may also wish to refer to the document entitled *General Information Bulletin* (September 1988), which provides administrative information about the diploma examinations. This publication has been distributed to all senior high school administrators.

The information in this bulletin applies to the 1988/89 school term. The bulletin will be updated in September 1989.

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Examination Administration and Scoring

The English 30 and English 33 Diploma Examinations will be administered on the following dates and times in 1989:

Date	Time	Examination
Wednesday, January 11	9:00-11:30 a.m.	Part A: Written Response
Friday, January 27	9:00-11:00 a.m.	Part B: Reading (Multiple Choice)
Wednesday, June 14	9:00-11:30 a.m.	Part A: Written Response
Monday, June 26	9:00-11:00 a.m.	Part B: Reading (Multiple Choice)
Monday, August 14	9:00-11:30 a.m.	Part A: Written Response
	1:00- 3:00 p.m.	Part B: Reading (Multiple Choice)

Scoring and Marker Selection

English 30 Part A: Written Response and English 33 Part A: Written Response will be scored on the following dates:

Examination Administration	Scoring Dates	
	English 30	English 33
January 1989	January 28, 1989*	January 28, 1989*
	January 30, 1989 - February 4, 1989	January 30, 1989 - February 3, 1989
June 1989	July 4, 1989*	July 4, 1989*
	July 5, 1989 - July 14, 1989	July 5, 1989 - July 12, 1989
August 1989	August 17-19, 1989	August 18-19, 1989

*Group Leaders only

English 30 Part A: Written Response and English 33 Part A: Written Response will be scored respectively by English 30 and English 33 teachers selected from those who have been recommended as markers to the Student Evaluation and Records Branch by their superintendents. To qualify for recommendation by a superintendent, a teacher must have taught the respective course for two or more years, be currently teaching the course, and have a Permanent Professional Certificate. *Teachers who wish to be recommended as markers for January 1989 should contact their superintendents before September 23, 1988. Teachers who wish to be recommended as markers for June and August 1989 should contact their superintendents before April 1, 1989.*

More teachers are recommended as markers by superintendents than are required by the Student Evaluation and Records Branch for any one marking session. The following criteria are considered when markers are selected for a particular marking session:

- Experience as a Marker (generally, "first time" markers are given priority)
- Regional Representation (by zone, jurisdiction, and school)
- Student Population (proportional representation)

Summary of Modifications

ENGLISH 30 DIPLOMA EXAMINATION 1988-89

Part A: Written Response

- Minor Assignment: Personal Response to Literature: This assignment requires students to respond more directly to the reading selection on the examination.
- Major Assignment: Literature Composition: The focus of this assignment has been shifted from techniques used by the author to ideas developed by the author.
- The Guidelines for Writing have been modified.

NOTE: Teachers are cautioned to keep these modifications in mind when discussing the exam with students. Sample assignments and scoring guides for classroom use are provided on pages 11 to 21.

Part B: Reading (Multiple Choice)

- No changes in exam design have been made.

ENGLISH 33 DIPLOMA EXAMINATION 1988-89

Part A: Written Response

- ALL SCORING GUIDES HAVE BEEN REVISED.
- Section I: Personal Response to Literature: Minor changes have been made in the wording of the assignment and the guidelines.
- Section III: Response to Visual Communication: Minor changes have been made in the wording of the assignment.

NOTE: Teachers are cautioned to keep these modifications in mind when discussing the exam with students. Sample assignments and revised scoring guides for classroom use are provided on pages 36 to 47.

Part B: Reading (Multiple Choice)

- No changes in exam design have been made.

ENGLISH 30

Part A: Written Response

Description of Part A: Written Response

Part A: Written Response, worth 50% of the total diploma examination score, is a 2-1/2 hour examination consisting of the two related assignments described below.

- One reading selection is provided as a thematic focus and stimulus for the written assignments.
- Two writing assignments are required: Minor Assignment: Personal Response to Literature, and Major Assignment: Literature Composition.
- Students may use an English language dictionary and a thesaurus while writing Part A.

Minor Assignment: Personal Response to Literature

This assignment will vary somewhat depending on the selection used on the exam. The underlying intent will remain the same; i.e., to establish the focus or theme that frames both assignments on the exam, to allow students opportunity for a wide range of response while providing opportunity for them to interact directly and personally with the literature, and to incorporate the unifying thematic focus into their thinking.

Recommended time: 30-40 minutes

Length: Students are expected to write a well-developed composition. Extremely brief responses that do not have adequate support and development will probably be deemed "insufficient" (see pages 10 and 15).

Value: 15% of the total examination score

Scoring: The Minor Assignment is scored for thought and detail, and for effectiveness, clarity, and accuracy of expression. Scores contribute to the total examination score in the following proportions:

Thought and Detail	7.5%
Writing Skills	7.5%

NOTE: In the personal response assignment, students' ideas and language may be exploratory and/or digressive. Although organization has not been included as a factor in the evaluation of this assignment, writing must be clear, logical, and purposeful.

Continued

Major Assignment: Literature Composition

This assignment requires students to complete a composition that is connected thematically to the topic on the examination. Students will be expected to demonstrate their understanding of the ideas presented in the literature of their choice by establishing a direct relationship between these ideas, the topic on the examination, and the author's purpose. Students will be expected to establish a controlling idea that is appropriate to the literature they have chosen to discuss.

In developing their ideas, students are required to refer to one OR two works of literature studied in their grade 12 English programs.

Students should carefully consider the expectations defined in the scoring guides before they write. Although students may choose any appropriate organization for their compositions, they must develop a controlling idea and sustain a clear focus. To emphasize the importance of a focused composition, space is provided for students to state a thesis or controlling idea. Students are advised to avoid writing a plot summary, as such a response will not fulfil the requirements of the assignment.

Recommended time: 90 to 100 minutes for planning and writing
10 to 20 minutes for revision and editing

Length: Students are expected to write thoughtful and well-developed compositions. Extremely short compositions will probably be deemed "insufficient" (see page 15).

Value: 35% of the total examination score

Scoring: The major assignment is scored for total impression, thought and detail, organization, matters of choice, and matters of convention. Scores contribute to the total examination score in the following proportions:

Total Impression	5.0%
Thought and Detail	12.5%
Organization	7.5%
Matters of Choice	5.0%
Matters of Convention	5.0%

The English 30 Diploma Examination Part A is designed to reflect the curriculum. The blueprint that follows on page 9 outlines the design of Part A, and illustrates the relationship between the content and scoring of assignments and curriculum concepts from the *Program of Studies for Senior High Schools*. As well, the blueprint delineates the categories under which summary data will be reported to school jurisdictions and the percentage that each section of the examination contributes to the total examination mark.

ENGLISH 30 DIPLOMA EXAMINATION
PART A: WRITTEN-RESPONSE BLUEPRINT

TEST SECTION	REPORTING CATEGORY (Scoring Guide)	CROSS-REFERENCE TO ENGLISH 30 STATEMENT OF CONTENT*	DESCRIPTION OF WRITING ASSIGNMENT(S)	PROPORTION OF TOTAL MARK	
				BY REPORTING CATEGORY	BY TEST SECTION
MINOR ASSIGNMENT	THOUGHT AND DETAIL** The student should be able to respond personally to literature, and to demonstrate this ability in writing.	Concepts 1,3,4,5,6, 7,8,9,10, 12,13	The Minor Assignment is connected to the reading of a literary selection. This assignment requires the student to respond to the selection in a personal context.	7.5%	15.0%
	WRITING SKILLS The student should be able to communicate clearly and effectively in writing.	Concepts 2,3,4,5		7.5%	
MAJOR ASSIGNMENT	TOTAL IMPRESSION The student should be able to create a coherent, unified composition that demonstrates maturity of expression.	Concepts 1,2,3, 4,5,6,7,8,9,10, 11,12,13		5.0%	
	THOUGHT AND DETAIL** The student should be able to identify meanings presented in literature; respond critically to literary form, structure, and style; and interpret experiences and values presented through literature. The student should also be able to select supporting details from literature studied in order to develop a thesis or theme.	Concepts 1,3,4, 5,6,7,8,9,10, 11,12,13	The Major Assignment sets a specific writing task, but allows the student to choose a method of development and to select supporting details (examples, illustrations) from literature studied. The writing assignment is generated from a literary selection and requires the student to understand literal and implied meanings, and to synthesize thoughts clearly and correctly in writing.	12.5%	35.0%
	ORGANIZATION The student should be able to develop a coherent, unified theme or thesis by choosing an appropriate method of organization.	Concepts 2,3, 4,5		7.5%	
	MATTERS OF CHOICE The student should be able to use words and syntactic structures in a deliberate and controlled manner.	Concept 3		5.0%	
	MATTERS OF CONVENTION The student should be able to communicate clearly by adhering to language conventions appropriate to writing.	Concept 3		5.0%	
PROPORTION OF TOTAL MARK				50%	50%

*Program of Studies for Senior High Schools, p. 152(vi)-152(xi), and Senior High School Language Arts 1982 Curriculum Guide, pp. 21-31

**Many reading concepts presented in the English 30 Statement of Content are reflected in the reporting category headed THOUGHT AND DETAIL. Since writing assignments are generated from literary selections, the student has the opportunity, while writing Part A: Written Response, to construct his or her own response to a reading passage and to deal with concepts also tested in Part B: Reading (Multiple Choice).

Sample Assignments and Scoring Guides

Instructions

1. Read "The Road Not Taken" carefully and thoughtfully before you start the writing assignments.

2. Read the two assignments before you start writing.

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looking down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I --
I took the one less traveled by,
And that has made all the difference.

Robert Frost

Minor Assignment: Personal Response to Literature -- Sample Assignment

In the poem "The Road Not Taken", Robert Frost describes an experience that illustrates the process and effect of making decisions.

Choose a quotation from "The Road Not Taken" that you can relate to your personal experience or observation of making decisions. Explain why the quotation you have chosen is meaningful to you.

Continued

Minor Assignment: Personal Response -- Scoring Guide

Thought and Detail (Curriculum Concepts 1, and 3 to 13 inclusive)

When marking Thought and Detail the marker should consider
- the quality of the unifying ideas
- how effectively the response addresses the question
- how clearly the response is developed (by examples, specific details, analogies, etc.)

5 EXCELLENT: Ideas expressed are insightful, carefully considered, and confident. Support is precise, thoughtfully selected, and/or imaginative. A perceptive understanding of the experience presented in the selection and of its relationship to the task is demonstrated implicitly or explicitly. Such writing is often lively and/or imaginative.

4 PROFICIENT: Ideas expressed are thoughtful. Support is relevant, purposeful, and, where appropriate, concrete. A thoughtful understanding of the experience presented in the selection and of its relationship to the task is demonstrated implicitly or explicitly. Such writing demonstrates an attempt to go beyond the bare requirements of the task.

3 SATISFACTORY: Ideas expressed are appropriate but predictable. Support is general or details are commonplace. A conventional understanding of the experience presented in the selection and of its relationship to the task is demonstrated implicitly or explicitly. Such writing fulfils the task but does so matter-of-factly.

2 LIMITED: Ideas expressed are superficial and underdeveloped. Support is generalized, vague, and/or repetitive. An incomplete understanding of the experience presented in the selection and of its relationship to the task is demonstrated. Such writing may not fulfil the task completely.

1 POOR: Ideas are only marginally relevant and are largely underdeveloped. Support is inappropriate or lacking. Such writing suggests a confused notion of the experience presented in the selection and of its relationship to the task. Such writing may be frustrating for the reader.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfil the assignment as stated, OR the assignment is so deficient in length that it is not possible to assess thought and detail.

Continued

Minor Assignment: Personal Response -- Scoring Guide (continued)

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

When marking Writing Skills the marker should consider the effectiveness of the total impression created by the writer's voice and the extent to which the writing demonstrates control of

- diction
- syntax
- mechanics
- grammar

5 EXCELLENT: The writing is skilfully structured and fluent. Diction is appropriate and effective. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.

4 PROFICIENT: The writing is clear and generally fluent. Diction is appropriate and specific. Syntax is controlled. Minor errors do not reduce the clarity of communication.

3 SATISFACTORY: The writing is clear. Diction is adequate but tends to be general rather than specific. Syntax is generally straightforward but occasionally awkward. Errors may reduce but seldom impede communication.

2 LIMITED: The writing may be unclear and/or ineffective. Diction is inappropriate and/or imprecise. Syntax is immature and/or frequently awkward. Errors impede communication.

1 POOR: The writing is frequently unclear and not fluent. Diction is frequently inaccurate. Syntax is confused and uncontrolled. Errors severely impede communication.

NOTE: *Student responses to the Personal Response Assignment will vary from writing that treats personal views and ideas analytically and rather formally to writing that explores ideas experimentally and informally. Consequently, evaluation of the personal response on the diploma examination will be in the context of Louise Rosenblatt's suggestions:*

> The evaluation of the answer would be in terms of the amount of evidence that the [student] has actually read something and thought about it, not a question of whether necessarily he has thought about it in the way an adult would, or given an adult's "correct" answer.[1]

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[1]Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience." An interview with Lionel Wilson in *The English Quarterly 1* (Spring, 1981): 3-12.

Major Assignment: Literature Composition - Format

The preamble - in which the theme indicated by the reading selection and the minor assignment is restated or explained. Reference is made to a literary element or technique that serves to develop a specific thematic idea in the reading selection of the exam.

The assignment - printed in upper case type, which requires students to establish a controlling thematic idea that relates to the selection of their choice and to develop and clarify that controlling idea through the provision of carefully chosen details.

The Guidelines for Writing - which make suggestions regarding selection of literature, organization, development of ideas.

Major Assignment: Literature Composition -- Sample Assignment

Much of literature examines decision making. In the poem "The Road Not Taken", the author uses setting to suggest the idea that making decisions involves sacrifice.

SELECT OTHER LITERATURE YOU HAVE STUDIED IN WHICH THE AUTHOR EXAMINES DECISION MAKING. WHAT IDEA DOES THE AUTHOR DEVELOP REGARDING DECISIONS? PROVIDE SPECIFIC DETAILS FROM THE LITERATURE YOU HAVE SELECTED THAT WILL SUPPORT AND DEVELOP YOUR CONTROLLING IDEA.

Before planning your composition, read the guidelines below.

Guidelines for Writing

- Select relevant literature that you have studied in your high school English classes. You may choose short stories, novels, plays, poems, other literature, or films that have been studied in your High School English classes. You may choose to discuss more than one selection.
- Focus your composition on the topic. Provide ONLY those details that support your controlling idea or thesis statement.
- You may wish to provide support by discussing the significance of the author's use of such elements as character development, setting, contrast, conflict, imagery, irony, symbolism, etc.
- Organize your composition appropriately.

Continued

PLANNING

Identify the literature you plan to use. State your controlling idea.

Author and Title (or Source) _____

_____

Controlling idea or Thesis Statement _____

_____

_____

_____

_____

_____

Major Assignment: Literature Composition -- Scoring Guide

Total Impression (Curriculum Concepts 1 to 13 inclusive)

When marking Total Impression the marker should consider the extent to which the writing demonstrates
- coherence and unity
- fluent expression of ideas
- thoroughness of discussion
- thoughtful and confident presentation of ideas

5 EXCELLENT: Perceptive, well-supported ideas are presented in a coherent and unified discussion. This writing communicates thoughtfully and fluently. Such writing deserves respect.

4 PROFICIENT: Appropriate, well-supported ideas are presented in a coherent and unified discussion. This writing has something to say and does so clearly. Such writing prompts attention.

3 SATISFACTORY: Conventional ideas are developed in a coherent and unified discussion. This writing communicates adequately. Such writing is acceptable.

2 LIMITED: Superficial and/or poorly-developed ideas are presented in a discussion that may have significant or repeated lapses in coherence and unity. This writing communicates little and does so ineffectively or incompletely. Such writing does not satisfy the reader.

1 POOR: Confused ideas are presented in a discussion that may lack a central focus, coherence, and unity. This writing says very little or leaves the reader to guess at the writer's intentions. Such writing frustrates the reader.

Continued

Major Assignment: Literature Composition -- Scoring Guide (continued)

Thought and Detail (Curriculum Concepts 1, and 3 to 13 inclusive)

When marking Thought and Detail the marker should consider
- how effectively the writer's ideas relate to the assignment
- what thesis or unifying idea(s) is (are) developed in the writing
- what details have been selected to support and develop the thesis
- the quality of the unifying idea(s)

5 EXCELLENT: Insightful ideas are supported by carefully chosen details. Literary interpretations are perceptive and defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

4 PROFICIENT: Insightful ideas are supported by appropriate details, OR conventional ideas are supported by carefully chosen details. Literary interpretations are thoughtful and defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

3 SATISFACTORY: Conventional ideas are supported by appropriate details. Literary interpretations are defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

2 LIMITED: Conventional ideas are weakly supported, or are accompanied by inappropriate details. Literary interpretations are incomplete or superficial. The selection of literature to be discussed is questionable in that it may not supply significant supporting details; OR the selection of literature is appropriate but significant supporting details have not been selected.

1 POOR: Scant ideas or unsupported generalities and details do not develop the topic. Literary interpretations may not be defensible. The selection of literature to be discussed is inappropriate; OR the selection of literature to be discussed is appropriate, but the writer exhibits little understanding of the literature or of the topic. The details from literature obscure the ideas, or are irrelevant to the discussion.

INS INSUFFICIENT:

- The student has written so little that it is not possible to assess thought and detail

OR

- No reference has been made to literature studied

OR

- The only literary reference present is to the selection on the exam

OR

- The marker can discern no evidence of an attempt to fulfil the assignment as stated

Organization (Curriculum Concepts 2, 3, 4, 5)

When marking Organization the marker should consider how effectively the writing demonstrates
- a focused and ordered discussion
- establishment and maintenance of a controlling idea
- a developed and concluded discussion of ideas

5 EXCELLENT: The introduction is successfully constructed to provide direction for the reader and/or to provoke further reading. A personal focus is established. The controlling idea is successfully sustained and developed in a clear and coherent manner. The conclusion is related thoughtfully to the controlling idea.

4 PROFICIENT: The introduction is constructed to provide direction for the reader. The controlling idea is focused and is generally sustained. The development of the controlling idea is clear and generally coherent. The conclusion is related appropriately to the controlling idea.

3 SATISFACTORY: The introduction is constructed to provide a general direction for the reader. The controlling idea provides a focus at the beginning that is mechanically maintained. The development of the controlling idea is clear, but coherence occasionally falters. The conclusion is functionally related to the main idea.

2 LIMITED: The introduction, if present, is perfunctory, ie. related in a minimal or limited way to the rest of the essay. A focused controlling idea is lacking OR is not maintained in the development of the composition. The ideas are not clearly developed. The conclusion, if present, is not functional.

1 POOR: The introduction, if present, is not functional, ie. does not control or relate to the rest of the essay. A controlling idea is lacking. The topic is not developed or is developed incoherently. The conclusion, if present, is obscure.

Continued

Major Assignment -- Scoring Guide (continued)

Matters of Choice (Curriculum Concept 3)

When marking Matters of Choice the marker should consider the extent to which the writing exhibits effective control of

- tone, including the total impression of stylistic control
- diction, including any connotative language, imagery, and/or idiomatic expressions
- syntax, including such choices as parallelism, balance, inversion, and sentence length and variety

5 EXCELLENT: Choices appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is effective and sometimes polished. Diction is effective and specific. Syntax is controlled and varied. The writing is precise and fluent.

4 PROFICIENT: Choices frequently appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is generally effective. Diction is appropriate. Syntax is controlled. The writing is clear and generally fluent.

3 SATISFACTORY: Choices occasionally appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is generally clear. Diction is adequate but may be lacking in specificity. Syntax is generally straightforward but may be occasionally awkward. The writing is clear.

2 LIMITED: Choices seldom appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is frequently ineffective. Diction is imprecise and/or inappropriate. Syntax is frequently awkward and/or immature. The writing is often vague, redundant, and/or confusing.

1 POOR: Choices do not appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is frequently inaccurate and ineffective. Diction is frequently inaccurate and/or over-generalized. Syntax is confused and uncontrolled. The writing is frequently unclear and not fluent.

Major Assignment -- Scoring Guide (continued)

Matters of Convention (Curriculum Concept 3)

When marking Matters of Convention the marker should consider the correctness of
- mechanics (spelling, punctuation, capitalization, etc.)
- grammar (agreement of subject-verb/pronoun-antecedent, pronoun reference, etc.)

Proportion of error to complexity and length of response should also be considered.

5 EXCELLENT: This writing is essentially free from errors in spelling, punctuation, and grammar. The relative absence of error is impressive under the circumstances.

4 PROFICIENT: This writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the clarity of communication.

3 SATISFACTORY: This writing has occasional errors in spelling, punctuation, and grammar. These errors may reduce clarity but seldom impede communication.

2 LIMITED: This writing has frequent errors in spelling, punctuation, and grammar. These errors often impede communication.

1 POOR: This writing has errors in spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely impede communication.

Part B: Reading (Multiple Choice)

Part B: Reading (Multiple Choice), worth 50% of the total diploma examination score, is a 2-hour test consisting of 80 multiple-choice questions based on readings from fiction, nonfiction, poetry, and modern and Shakespearean drama. For the convenience of students, readings and questions are in separate booklets. Students may NOT use a dictionary or a thesaurus while writing Part B: Reading (Multiple Choice).

The questions examine the students' skills in the following reporting categories:

- understanding meanings
- understanding and interpreting the relationship between form and content
- understanding and interpreting human experience and values as expressed through literature.

The questions are developed to assess the following cognitive levels:

- understanding literal meaning
- drawing inferences and applying knowledge
- evaluating the ideas, techniques, and values presented in the reading selections

The English 30 Diploma Examination Part B is designed to reflect the curriculum. The blueprint for Part B: Reading (Multiple Choice) is on page 23. It is based on the curriculum specifications developed from The *Program of Studies for Senior High Schools*. Questions are classified according to the reporting categories of meanings, critical response, and human experience and values, and the cognitive levels of literal understanding, inference and application, and evaluation.

ENGLISH 30 DIPLOMA EXAMINATION
PART B: READING (MULTIPLE CHOICE) BLUEPRINT

REPORTING CATEGORY	CROSS-REFERENCE TO ENGLISH 30 STATEMENT OF CONTENT**	COGNITIVE LEVEL			PROPORTION OF TOTAL MARK***
		LITERAL UNDERSTANDING	INFERENCE AND APPLICATION	EVALUATION	
1. MEANINGS The student should be able to understand, interpret, and evaluate purpose, theme, thesis, literal and figurative statements, and supporting details as presented in literary and non-literary materials.*	Concepts 6,7,8,10,15,16,19				22%
2. CRITICAL RESPONSE The student should be able to understand, interpret, and evaluate literary and non-literary form, structure, and style as well as the relationships between form and content.	Concepts 6,7,8,11,12,15,17,19,20	Percentages within individual parts of the blueprint vary depending upon the nature of the selection.			18%
3. HUMAN EXPERIENCE AND VALUES The student should be able to understand and interpret values expressed through literature. The student should understand and interpret personalities and motives of characters, and the effect of setting on character, mood, tone, and action.	Concepts 6,7,8,9,12,13,15				10%
PROPORTION OF TOTAL MARK***		5%	30%	15%	50% (80 questions)

*The examination presents selections from fiction, nonfiction, poetry, and Shakespearean and modern drama. Visual materials may also be used.

**Program of Studies for Senior High Schools, p. 152(vi)-152(xi), and Senior High School Language Arts 1982 Curriculum Guide, pp. 21-31.

***Percentages are approximate and vary depending upon the selection chosen.

Sample Reading Selection and Questions

Sample questions 1 to 6 on page 25 are based on the poem below. Answers for questions 1 to 6, and a discussion of the questions follow on pages 26 to 29.

CHOKECHERRY PITS

The contour lines follow the old humus.
Trowel and brush work easily down
through the shallow droppings of time.
Stone grates -- maybe a flake[1] --
or is it a tool emerging?
"How can you tell!" people wonder.
Tools fit themselves into the function.
Hands and fingers, it seems, were always the same.
The brush comes out, and, suddenly, "Hey! Beads!" --
little black spheres in the ashes --
They are not beads, we discover --
chokecherry pits,
tossed or spat into the fire.

It was August, then, when this hearth was burning!
I picture chokecherries spread in the sun,
lustrous, crimson -- rolled, and shifted, and sampled --
pemmican.
Suddenly I remember
pulling the branches down for someone,
watching the drops of blood
trickle through curled fingers --
With us it was jelly or wine.

I pause for a moment, cupping the charred pits
kneeling by a rekindled hearth,
a patch of chickweed spread like a white table,
wine, pemmican,
prairie sun,
wind sliding over the great erosion,
old brown river cutting a way to the sea.

R.E. Rashley

[1]flake -- piece of hard stone chipped off and used as a tool

Continued

Sample Questions

1. What is the speaker's occupation?

   A. Environmentalist
   B. Archeologist
   C. Agriculturist
   D. Geologist

2. The words that BEST indicate how to identify a tool are

   A. "Trowel and brush work easily down" (line 2)
   B. "Stone grates -- maybe a flake" (line 4)
   C. "fit themselves into the function" (line 7)
   D. "fingers, it seems, were always the same" (line 8)

3. In line 18 the speaker's perspective changes from professional speculation to consideration of

   A. present civilization
   B. personal past experience
   C. contemporary Native culture
   D. details of his arduous task

4. By using the words "rekindled hearth" (line 24) the speaker suggests

   A. that the fire has been relighted
   B. a joining of the past and present
   C. that the culture has been renewed
   D. a restoration of the old meeting place

5. The reaction of the speaker to the discovery (lines 23-29) is one of

   A. curiosity
   B. reverence
   C. excitement
   D. astonishment

6. Which statement BEST reflects the theme of this poem?

   A. Over the years, tools have remained functional.
   B. Over the years, nature has provided sources of nourishment.
   C. In the past, people were concerned mainly with basic survival.
   D. Throughout history, human nature and experience are unchanging.

Sample Questions - Key and Discussion

The sample set of questions on page 22 illustrates the format and characteristics of questions on Part B of all English 30 Diploma Examinations.

Two reporting categories are represented in this sample: Meanings (questions 1, 2, 3, and 6) and Critical Response (questions 4 and 5). Also, two cognitive levels are represented: Inference and Application (questions 1, 3, 4, and 5) and Evaluation (questions 2 and 6).

The following table presents the key and the distribution of student responses by alternative (A, B, C, and D) as a percentage for each of the sample questions.

Question Number	Key	Distribution of Responses by Alternative*			
		A	B	C	D
1	B	12.3%	72.5%	9.3%	5.8%
2	C	10.4%	18.9%	63.6%	7.0%
3	B	6.5%	82.7%	3.4%	7.3%
4	B	10.1%	59.2%	16.8%	13.9%
5	B	11.9%	61.5%	11.9%	14.6%
6	D	4.2%	10.7%	13.7%	71.3%

N = 4357 (January 1986)
*The sum of the percentages for each question is 99.9%; approximately 0.1% of the students did not respond to each question.

1. What is the speaker's occupation?

   A. Environmentalist
   B. Archeologist
   C. Agriculturist
   D. Geologist

In this poem, the poet appeals to the readers' personal associations with chokecherries to establish a metaphor linking present to past. The first question requires the student to infer the speaker's occupation (archeologist) from the specific details "contour lines . . . trowel and brush." By directing the student to consider the speaker's occupation, the first question assists the student in identifying the subject dealt with in the poem, and in establishing the metaphor that defines the poem. The student must have at least a general understanding of the vocabulary presented in the alternatives, a reasonable expectation for the English 30 student.

Alternatives A, C, and D each drew more than the required minimum 5% (12.3%, 9.3%, 5.8% respectively). Alternative B, the correct answer, drew 72.5%. Of the 72.5% who chose the correct answer, 92.5% were from the group of students who scored highest on the test as a whole, and 48.7% from the group of students who scored low on the test as a whole.

Continued

2. The words that BEST indicate how to identify a tool are

A. "Trowel and brush work easily down" (line 2)
B. "Stone grates -- maybe a flake" (line 4)
C. "fit themselves into the function" (line 7)
D. "fingers, it seems, were always the same" (line 8)

Question 2 requires the student to evaluate responses in terms of the specific problem presented in the stem, "how to identify" a tool. As with question 1, the details focused on in question 2 serve to draw students' attention to one of the key ideas developed through the metaphor of archeology linking present to past. The student must choose the BEST response from alternatives which all have a measure of correctness.

The careless reader may focus on "identify a tool," as is indicated by the 32.1% and 16.2% of lower achieving students who chose B and A respectively. The keyed response C states clearly that function depends on need, and 63.6% of the students answered correctly. Of this group of students 84.5% were those who achieved high scores on the test as a whole, and 43.6% were those who achieved low scores on the test as a whole. Only 7% of all students chose alternative D, which identifes fingers as tools.

3. In line 18 the speaker's perspective changes from professional speculation to consideration of

A. present civilization
B. personal past experience
C. contemporary Native culture
D. details of his arduous task

Question 3 introduces the student to the shift from the literal to the abstract. The question can be correctly responded to without reference to the alternatives.

This question was the least difficult of the questions on "Chokecherry Pits" with 82.7% of students choosing the keyed response, B, (90.6% of these students were from the high achieving group). The usual upper limit of difficulty is 85%, and Question 3 came very close to being "too easy" and therefore not discriminating. However, the question provides helpful information for students in answering questions 4, 5, and 6.

4. By using the words "rekindled hearth" (line 24) the speaker suggests

   A. that the fire has been relighted
   B. a joining of the past and present
   C. that the culture has been renewed
   D. a restoration of the old meeting place

The focus on "rekindled hearth" in question 4 requires an interpretation of the poet's imaginative process that is summed up in the final stanza. It is a hearth of the past that the speaker has been unearthing, and in that process has discovered a kinship with the past; thus, "rekindling" the old with his or her imaginative associations with the present.

Question 4 proved to be the most difficult in the set, with 59.2% of students choosing the correct answer, B. (74.9% were from the high achieving group and 43.2% were from the low achieving group.) That the "fire has been relighted" (alternative A) suggests a literal interpretation of "rekindled hearth" which cannot be critically substantiated. "That the culture has been renewed" (alternative C) does not refer to a specific culture, and the references in the poem to wine, pemmican, sun, wind, and river suggest a continuum more than a renewal. There is no evidence of "restoration of the old meeting place" (alternative D) in the poem.

5. The reaction of the speaker to the discovery (lines 23-29) is one of

   A. curiosity
   B. reverence
   C. excitement
   D. astonishment

Question 5 is the second critical response question requiring inference. To determine the speaker's reaction to the discovery, the student must consider which aspects of the final stanza suggest a personal attitude. In describing himself or herself "kneeling" at the centre of his or her reflection on the past, and by referring to the continuing present, the speaker suggests an attitude of reverence, (keyed response B). Alternatives A, C, and D are all plausible inferences in themselves but are not substantiated in lines 23 to 29 of the poem.

This question resulted in a particularly high discrimination between high and low achieving students -- 85.4% of the high achieving students chose B, but only 36.2% of the low achieving students chose B.

6. Which statement BEST reflects the theme of this poem?

A. Over the years, tools have remained functional.
B. Over the years, nature has provided sources of nourishment.
C. In the past, people were concerned mainly with basic survival.
D. Throughout history, human nature and experience are unchanging.

Question 6 requires the student to establish the theme of the poem and to select the BEST of the available responses, all of which contain a measure of correctness. The keyed response, D, was chosen by 89.0% of the high achieving students (51.3% of low achieving students) and is consistent with question 4 though not dependent upon it.

Alternatives A, B, and C each deal more closely with a specific idea than a general theme, and do not conclusively express the speaker's process of reflection that uses chokecherry pits to connect the past with the present. Alternatives A, B, and C drew 8.1%, 19.9%, and 20.7% respectively of the low achieving students, and 0%, 4.5%, and 5.4% respectively of the high achieving students.

The ordering of the questions is intended to lead the students progressively through the poem from the specific and literal to the general and more abstract.

ENGLISH 33

Part A: Written Response

Description of Part A: Written Response

Part A: Written Response, worth 50% of the total diploma examination score, is a 2 1/2 hour test consisting of the three sections discussed below.

Students may use an English language dictionary and thesaurus while writing Part A: Written Response.

Section I: Personal Response to Literature

Students will be expected to read one or more short literary selections and to respond in a personal manner. The design of the assignment reflects the expectation that the student will respond directly to the situations, attitudes, and/or characters present in the reading selection(s).

Recommended time: 75 minutes

Length: Students are expected to write thoughtful, carefully-developed and supported compositions. Extremely short compositions that lack developed and supported ideas will probably be deemed "insufficient" according to the scoring guide (see page 38).

Value: 25% of the total examination score

Scoring: Scores contribute to the total examination score in the following proportions:

Thought and Detail	10%
Organization	5%
Matters of Choice	5%
Matters of Convention	5%

Section II: Functional Writing

Students will be given a specific purpose or function for writing and a specific audience to address. Assignments may include such tasks as responding to an employment advertisement, writing a business letter in response to a particular situation, nominating someone for an award, or writing a letter of reference.

Recommended time: 45 minutes

Length: Students are expected to address a particular audience clearly, and to present enough details to achieve their purpose. Scoring will, in part, depend upon the students' consideration of audience (appropriate tone, form, and content), and fulfilment of the writing purpose. Short presentations that lack detail and essential information will lose marks for

Continued

Section II: Functional Writing (continued)

Thought and Detail. Extremely short presentations will probably be deemed "insufficient" according to the scoring guide (see page 42).

Value: 15% of the total examination score

Scoring: Scores contribute to the total examination score in the following proportions:

Thought and Detail	10.0%
Organization	2.5%
Writing Skills	2.5%

Section III: Response to Visual Communication

Students will respond to ONE assignment based on one or more photographs. The design of the assignment reflects the expectation that the student's response will be in the form of a well-considered and sustained piece of writing. In responding to the assignment, students must examine the ideas suggested by the photograph(s), the details presented, and the techniques used by the photographer(s). Students should be prepared to write responses supported by specific details.

Recommended time: 30 minutes

Length: Students are expected to write their responses as unified and coherent compositions. Short, disorganized responses will lose marks for Thought and Detail and for Organization (see page 46).

Value: 10% of the total examination score

Scoring: Scores contribute to the total examination score in the following proportions:

Thought and Detail	5.0%
Organization	2.5%
Writing Skills	2.5%

The English 33 Diploma Examination Part A is designed to reflect the curriculum. The blueprint (see page 35) outlines the design of Part A: Written Response and illustrates the relationship between the content and scoring of assignments and the curriculum concepts from the *Program of Studies for Senior High Schools*.

ENGLISH 33 DIPLOMA EXAMINATION
PART A: WRITTEN-RESPONSE BLUEPRINT

TEST SECTION	REPORTING CATEGORY (Scoring Guide)	CROSS-REFERENCE TO ENGLISH 33 STATEMENT OF CONTENT*	DESCRIPTION OF WRITING ASSIGNMENT(S)	PROPORTION OF TOTAL MARK BY REPORTING CATEGORY	PROPORTION OF TOTAL MARK BY TEST SECTION
PERSONAL RESPONSE TO LITERATURE	THOUGHT AND DETAIL** The student should be able to understand and evaluate literature and demonstrate this understanding in writing.	Concepts 1,3,4,6, 7,8,9,12	The writing assignment requires the student to discuss an aspect of literature from a personal perspective.	10%	25%
	ORGANIZATION The student should be able to develop coherently a unified theme or thesis through an appropriate method of organization.	Concepts 2,3,4		5%	
	MATTERS OF CHOICE The student should be able to use words and syntactic structures effectively, and should be able to adjust language and syntax to suit purpose, subject, and audience.	Concepts 3,4		5%	
	MATTERS OF CONVENTION The student should be able to communicate clearly by adhering to conventions that are appropriate to written expression.	Concepts 3,4		5%	
FUNCTIONAL WRITING	THOUGHT AND DETAIL The student should be able to identify audience and purpose for writing, and select details appropriate to audience and purpose.	Concepts 1,3,4,5	The assignment is functional in nature, and requires the student to write within a given situation or context.	10%	15%
	ORGANIZATION The student should be able to organize details into a coherent unit appropriate to audience and purpose.	Concepts 2,3,4		2.5%	
	WRITING SKILLS The student should be able to communicate clearly, effectively, and correctly in writing.	Concepts 2,3,4,5		2.5%	
RESPONSE TO VISUAL COMMUNI-CATION	THOUGHT AND DETAIL The student should be able to understand and evaluate the form and content of visual communication and demonstrate this understanding in writing.	Concepts 1,3,4,5,13, 14,16,17	The writing assignment is connected to one or more photographs and/or cartoons. Students are required to write about main ideas, and techniques of visual communication.	5%	10%
	ORGANIZATION The student should be able to organize details into a coherent unit.	Concepts 2,3,4		2.5%	
	WRITING SKILLS The student should be able to communicate clearly, effectively, and correctly in writing.	Concepts 2,3,4,5		2.5%	
PROPORTION OF TOTAL MARK				50%	50%

*Program of Studies for Senior High Schools, p. 152(i)-152(v) and the Senior High School Language Arts 1982 Curriculum Guide, pp. 12-20.

**Many of the reading concepts in the English 33 Statement of Content are included in Thought and Detail. The student has the opportunity, while writing Part A: Written Response, to present his or her own response to literature and to deal with concepts that are also tested in Part B: Reading (Multiple Choice).

Read "Rink Keeper's Sestina" and complete the assignment that follows.

RINK KEEPER'S SESTINA[1]

Call me Zamboni.[2] Nights my job is hockey.
I make the ice and watch the kids take slapshots
At each other. They act like Esposito,
As tough in the slot as Phil, as wild with fury
In fights. Their coaches tell me this is pleasure.
But it isn't pleasure. What it is, is Hockey.

Now let me tell you what I mean by Hockey.
I mean the fights. I mean young kids in fury,
And all those coaches yelling for more slapshots.
I tell you, blood is spilled here. This is pleasure?
It seems to me the coaches should teach hockey,
Not how to act like Schultz or Esposito.

Look, I have nothing against Phil Esposito.
He's one of the greats, no question, it's a pleasure
To watch him play. My point is, why teach fury?
If I know life (at least if I know hockey),
Then fury's here to stay. We don't need Hockey
To tell us that, we don't need fights and slapshots.

Like yesterday. I heard a coach yell, "Slapshots!
Take slapshots, son! You think Phil Esposito
Hangs back? And hit! And hit again! That's hockey!"
But he was wrong. The kid was ten. That's Hockey.
You could tell the boy admired his coach's fury.
It won't be long before he hits with pleasure.

Sure, I'm no saint. I know. I've gotten pleasure
From fury, too, like any man. And hockey
At times gets changed around in me to Hockey.
I've yelled for blood at Boston Garden. Slapshots?
They've thrilled me. I've seen men clobber Esposito
And loved it when he hit them back with fury.

But you know what? Before these days of fury,
When indoor rinks were just a gleam in Hockey
Fanatics' eyes, there was no greater pleasure
Than winter mornings. Black ice. (Esposito
Knew days like this as a boy.) Some friends. No slapshots,
But a clear, cold sky. Choose teams. Drop the puck. Play hockey.

Yes, before big Hockey (sorry, Esposito),
Before the fury and all the blazing slapshots,
We had great pleasure outdoors playing hockey.

George Draper

[1]sestina -- a particular form of poem
[2]Zamboni -- the brand make of the ice-cleaning machine

Sample Assignments and Scoring Guides

Section I. Personal Response to Literature - Sample Assignment

THE ASSIGNMENT

Today we may view aggressive competition as being more desirable than friendly competition. In "Rink Keeper's Sestina" the speaker uses his experiences to express his attitude about competition in hockey.

WHAT IS YOUR PERSONAL OPINION OF THE SPEAKER'S ATTITUDE TOWARD COMPETITION IN HOCKEY?

In your writing you should:

- consider what has influenced the speaker's attitude
- explain how your experiences or observations have influenced your opinion

BE SURE TO SUPPORT YOUR OPINION by considering the ideas in the selection itself and your own experiences or observations. You may also refer to other literature you have studied.

Present your ideas in PROSE form.

Section I: Personal Response to Literature -- Scoring Guide

It is important to recognize that student responses to the Personal Response Assignment will vary from writing that treats personal views and ideas analytically and rather formally to writing that explores ideas experimentally and informally. Consequently, evaluation of the personal response on the diploma examination will be in the context of Louise Rosenblatt's suggestions:

> The evaluation of the answer would be in terms of the amount of evidence that the [student] has actually read something and thought about it, not a question of whether necessarily he has thought about it in the way an adult would, or given an adult's "correct" answer.[1]

Thought and Detail (Curriculum Concepts 1, 3, 4, 6, 7, 8, 9, 12)

When marking Thought and Detail the marker should consider how effectively
- the assignment is addressed
- the detail supports and/or clarifies the response

5 PROFICIENT: An insightful understanding of the reading selection(s) is effectively established. The student's opinion, whether directly stated or implied, is perceptive and is appropriately supported by specific details. Support is precise and thoughtfully selected.

4 CAPABLE: A well-considered understanding of the reading selection(s) is appropriately established. The student's opinion, whether directly stated or implied, is thoughtful and is supported by details. Support is well-defined and appropriate.

3 ADEQUATE: A plausible understanding of the reading selection(s) is clearly established and sustained. The student's opinion, whether directly stated or implied, is conventional but is plausibly supported. Support is general but functional.

2 LIMITED: Some understanding of the reading selection(s) is evident, but the understanding is not always defensible or sustained. The student's opinion may be superficial, and support is scant and/or vague, and/or redundant.

1 POOR: An implausible conjecture concerning the reading selection(s) is indicated. The student's opinion, if present, is inappropriate or incomprehensible. Support is inappropriate or absent.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfil the assignment, or the writing is so deficient in length that it is not possible to assess thought and detail.

Continued

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[1]Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience." An interview with Lionel Wilson in *The English Quarterly 1* (Spring, 1981): 3-12.

Section I: Personal Response to Literature -- Scoring Guide (continued)

Organization (Curriculum Concepts 2, 3, 4)

When marking Organization the marker should consider how effectively the writing demonstrates
- unified and consistent development
- clear and coherent order

5 PROFICIENT: The beginning is constructed to provide direction for the reader and/or to promote further reading. The ideas and situations are developed by sentences and paragraphs that flow smoothly and coherently to an appropriate and effective conclusion.

4 CAPABLE: The beginning is constructed to provide direction for the reader. The ideas and situations are developed by sentences and paragraphs that are coherently related. The conclusion is appropriate.

3 ADEQUATE: The beginning, development, and conclusion are functional. Sentences and paragraphs are generally related, but coherence may falter on occasion.

2 LIMITED: The beginning and/or conclusion are nonfunctional. Relationships between sentences and between paragraphs are frequently unclear.

1 POOR: The introduction and/or conclusion, if present, are obscure. Sentences and paragraphs are not coherently related.

Matters of Choice (Curriculum Concepts 3, 4)

When marking Matters of Choice the marker should consider the extent to which the writing demonstrates effectiveness of
- diction, including connotative language, imagery, idiomatic expressions, dialect
- syntax, including such choices as parallelism, balance, inversion, sentence length and variety

5 PROFICIENT: Choices evident in the writing are usually effective and sometimes polished. In many instances words are chosen for effect. Diction is appropriate and specific. Many sentences are purposefully structured for effect.

4 CAPABLE: Choices evident in the writing are often effective. Frequently words are chosen for effect. Diction is appropriate. Some sentences are purposefully structured for effect.

3 ADEQUATE: Choices evident in the writing are occasionally effective. Now and then words appear to be chosen for effect. Diction is appropriate but may be over-generalized. Attempts are made to structure sentences for effect.

2 LIMITED: Choices evident in the writing are often ineffective. Diction is imprecise and/or inappropriate. The writer demonstrates a lack of awareness of the choices that are available.

1 POOR: Choices evident in the writing are usually ineffective. Words and structures are misused to such an extent that clarity suffers. Diction is inaccurate and/or vague.

Continued

Section I: Personal Response to Literature -- Scoring Guide (continued)

Matters of Convention (Curriculum Concepts 3, 4)

When marking Matters of Convention the marker should examine the writing for correctness of
- mechanics (spelling, punctuation, capitalization, indentation, etc.)
- grammar (agreement of subject-verb/pronoun-antecedent, pronoun reference, etc.)

Proportion of error to length and complexity of response should also be considered.

5 PROFICIENT: The writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the clarity of communication.

4 CAPABLE: Few errors in spelling, punctuation, and grammar are present. These errors seldom reduce the clarity of communication.

3 ADEQUATE: Occasional errors in spelling, punctuation, and grammar are present. Some of these errors may reduce the clarity of communication.

2 LIMITED: Frequent errors in spelling, punctuation, and grammar are present. Many of these errors reduce the clarity of communication.

1 POOR: Numerous errors in spelling, punctuation, and grammar are both noticeable and jarring. Most of these errors severely reduce the clarity of communication.

Section II: Functional Writing -- Sample Assignment

Read the situation described below and complete the assignment that follows.

THE SITUATION

The graduating class of Nalwen Composite High School has decided to give an end-of-semester party to honor and thank a retiring teacher. Plans have been made, and everyone in the class is involved. You have been elected to make a speech on behalf of the class and to present a small gift of appreciation.

In order to perfect your speech, you decide to write it out beforehand.

THE ASSIGNMENT

IN THE SPACE PROVIDED, WRITE OUT YOUR ENTIRE SPEECH AS YOU INTEND TO PRESENT IT.

Be sure that the answers to the following questions can be found in your speech.

- What are the teacher's qualities that your class appreciates most?
- What memories will your class and teacher treasure most?
- How has the teacher influenced you and other members of the class?

Use an appropriate tone in your speech.

PLEASE NOTE: You should write about someone you know. However, to keep identities anonymous, name the teacher MR. OR MS. JONES."

Do not use your own name or your school's name anywhere in your writing.

Section II: Functional Writing -- Scoring Guide

Thought and Detail (Curriculum Concepts 1, 3, 4, 5)

When marking Thought and Detail the marker should consider
- how well the assignment is addressed and whether the purpose specified in the assignment is fulfiled
- awareness of audience/appropriateness of tone (in terms of purpose)

5 PROFICIENT: A precise awareness of audience is demonstrated. Tone is appropriate. Significant information is presented, and this information is enhanced by precise and appropriate details that effectively fulfil the purpose.

4 CAPABLE: A clear awareness of audience is demonstrated. Tone is appropriate. Significant information is presented, and this information is substantiated by appropriate details that efficiently fulfil the purpose.

3 ADEQUATE: A general awareness of audience is demonstrated. Tone is appropriate. Sufficient information is presented, and this information is supported by enough detail to fulfil the purpose.

2 LIMITED: Recognition of audience is demonstrated but is not sustained. Tone may be inappropriate. Essential information may be missing. Supporting details are scant, insignificant, and/or irrelevant. The purpose is only partially fulfiled.

1 POOR: Only a vague recognition of audience is demonstrated. Tone may be inappropriate. Essential information and supporting details are inappropriate or lacking. The purpose is not fulfiled.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfil the assignment, or the writing is so deficient in length that it is not possible to assess thought and detail.

Organization (Curriculum Concepts 2, 3, 4)

When marking Organization the marker should consider how effectively the writing demonstrates
- clear and logical ordering of information
- unified ideas
- sustained coherence
- logical sequence of paragraphs

5 PROFICIENT: A clearly focused statement of topic or function is presented. Details are coherently related and are developed in sentences and paragraphs that flow smoothly to an effective and appropriate request, statement of expectation, or other conclusion.

4 CAPABLE: A well-defined statement of topic or function is presented. Details are clearly related and are developed in sentences and paragraphs that culminate in an appropriate request, statement of expectation, or other conclusion.

3 ADEQUATE: A general statement of topic or function is presented. Details are generally related, but coherence may falter on occasion. The request, statement of expectation, or other conclusion is mechanically presented.

2 LIMITED: A vaguely focused statement of topic or function is presented. Details are vaguely related. The request, statement of expectation, or other conclusion is unclear or lacking.

1 POOR: The statement of topic or function, if present, is obscure. Details are not coherently related. The request, statement of expectation, or other conclusion is absent or inappropriate.

Continued

Section II: Functional Writing -- Scoring Guide (continued)

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

When marking Writing Skills the marker should consider Matters of Choice AND Matters of Convention.

Proportion of error to length and complexity of response should also be considered.

5 PROFICIENT: The selection and use of words and structures is, in most instances, effective. Errors in spelling, punctuation, and grammar that are present do not reduce the clarity of communication.

4 CAPABLE: The selection and use of words and structures is frequently effective. Errors in spelling, punctuation, and grammar sometimes reduce the clarity of communication.

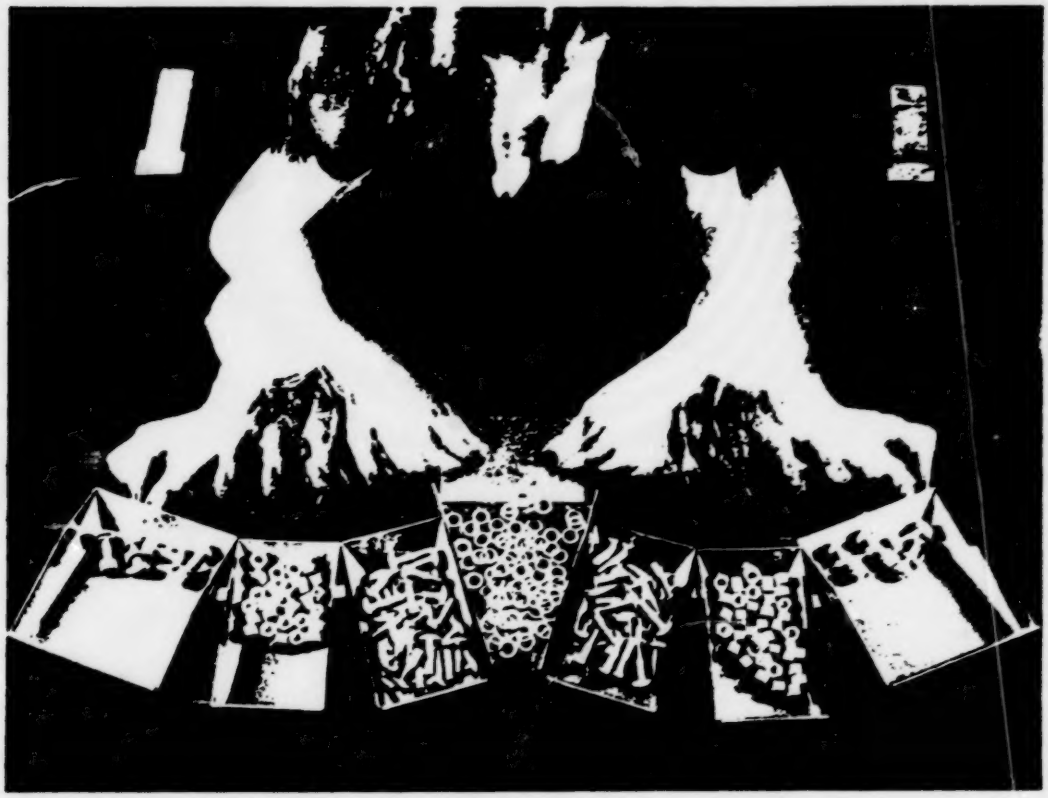
3 ADEQUATE: The selection and use of words and structures is occasionally effective. Errors in spelling, punctuation, and grammar occasionally impede the clarity of communication.

2 LIMITED: The selection and use of words and structures is often ineffective. Errors in spelling, punctuation, and grammar often reduce the clarity of communication.

1 POOR: The selection and use of words and structures is usually ineffective. Errors in spelling, punctuation, and grammar severely reduce the clarity of communication.

Section III: Response to Visual Communication -- Sample

Examine the photograph and complete the assignment that follows. Your response MUST be in the form of a unified and coherent composition.



Continued

Section III: Response to Visual Communication (Sample Assignment)

This photograph is included in a book of photographs called *The Family of Man*. It is in the section that illustrates men and women working with their hands.

THE ASSIGNMENT

What idea(s) does the photographer communicate with this photograph? Explain how the details in the photograph and the photographer's techniques reinforce the idea(s).

REVISED WORK

Scoring Guide for Section III: Response to Visual Communication

Thought and Detail (Curriculum Concepts 1, 3, 4, 5, 13, 14, 16, 17)

When marking Thought and Detail the marker should consider how effectively

- the details selected from the photograph, and the discussion of these details, contribute a plausible and consistent interpretation of the photograph.

5 PROFICIENT: Interpretation of the photograph is insightful and is in the form of an effective generalized idea or theme. Specific details used for support are purposefully chosen and add clarity.

4 CAPABLE: Interpretation of the photograph is well-considered and is in the form of a generalized idea or theme. Specific details used for support are well-defined and accurate.

3 ADEQUATE: Interpretation of the photograph is conventional and may be in the form of a maxim or moral. Details used for support are clear but tend to be generalized.

2 LIMITED: Interpretation of the photograph is vague and uncertain and/or concentrated on a particular detail rather than on the photograph as a whole. Details used for support are inappropriate and/or unclear.

1 POOR: Interpretation of the photograph is inappropriate, or incomprehensible. Details are irrelevent, inaccurate, or absent.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfil the assignment, or the writing is so deficient in length that it is not possible to assess thought and detail.

Organization (Curriculum Concepts 2,3,4)

When marking Organization the marker should consider how effectively the writing demonstrates

- unified and consistent development
- clear and coherent order

5 PROFICIENT: A controlling idea is clear and successfully sustained. Ideas are developed by sentences and paragraphs that flow smoothly and coherently.

4 CAPABLE: A controlling idea is clear and usually sustained. Ideas are developed by sentences and paragraphs that are coherently related.

3 ADEQUATE: A controlling idea is mechanically maintained. Sentences and paragraphs are generally related, but coherence may falter on occasion.

2 LIMITED: A controlling idea may be lacking or not maintained. Relationships between sentences and between paragraphs are frequently unclear.

1 POOR: A controlling idea is lacking. Sentences and paragraphs are not coherently related.

Continued

Scoring Guide for Section III: Response to Visual Communication (continued)

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

When marking Writing Skills the marker should consider Matters of Choice AND Matters of Convention.

Proportion of error to length and complexity of response should also be considered.

5 PROFICIENT: The selection and use of words and structures in most instances is effective. Errors in spelling, punctuation, and grammar do not reduce the clarity of communication.

4 CAPABLE: The selection and use of words and structures is frequently effective. Errors in spelling, punctuation, and grammar sometimes reduce the clarity of communication.

3 ADEQUATE: The selection and use of words and structures is occasionally effective. Errors in spelling, punctuation, and grammar occasionally reduce the clarity of communication.

2 LIMITED: The selection and use of words and structures is often ineffective. Errors in spelling, punctuation, and grammar often reduce the clarity of communication.

1 POOR: The selection and use of words and structures is usually ineffective. Errors in spelling, punctuation, and grammar severely reduce the clarity of communication.

Suggestions for Preparing to Write Part A: Written Response

The following suggestions were made by teachers during the July 1988 marking session.

To students:

The Process of Writing:

- use time wisely
- read all the instructions carefully, underline key words, do what the assignment asks
- ORGANIZE your work
  - use the planning and drafting pages to outline your ideas; you do not have time to write a complete rough draft, but planning is very important if you hope to do well
- proofread carefully

Personal Response:

Consider the following sources for support of your ideas:

- personal experiences with friends and family
- literary selections studied
- current media: newspapers, magazines, radio, television, films

DO NOT WRITE A SUMMARY OF THE SELECTION ON THE EXAM

Functional Response:

Be aware of the characteristics of effective business communication:

- awareness of audience
- appropriate tone
- complete and relevant information
- conciseness
- clarity
- purposeful communication

Response to Visual Communication:

Look at the details in the photograph:

- determine how the details contribute to what the photograph is "saying"
- note the photographer's techniques in composing the photograph (e.g. camera angle, contrast, focus, framing, arrangements of detail. etc.)

Part B: Reading (Multiple Choice)

Part B: Reading (Multiple Choice), worth 50% of the total diploma examination score, is a 2-hour test consisting of 70 multiple-choice questions based on readings from fiction, nonfiction, poetry, and modern drama.

For the convenience of students, readings and questions are in separate booklets. The student may NOT use a dictionary or thesaurus while writing Part B: Reading (Multiple Choice).

The questions examine the student's skills in the following reporting categories:

- understanding meanings
- understanding and interpreting the relationships between form and content
- understanding and interpreting human experience and values as expressed through literature
- finding and using information for a particular purpose

The questions are developed to assess the following cognitive levels:

- understanding literal meaning
- drawing inferences and applying knowledge
- evaluating the ideas, techniques, and values presented in the reading selections

The English 33 Diploma Examination Part B is designed to reflect the curriculum. The blueprint that follows on page 50 outlines, in tabular form, the design of Part B: Reading (Multiple Choice). It delineates the relationship between test content and curriculum concepts, shows the reporting categories and cognitive levels under which questions are classified and data are reported. The blueprint shows the approximate proportion of the total diploma examination score for each reporting category and cognitive level.

ENGLISH 33 DIPLOMA EXAMINATION
PART B: READING (MULTIPLE-CHOICE) BLUEPRINT

REPORTING CATEGORY	CROSS-REFERENCE TO ENGLISH 33 STATEMENT OF CONTENT**	COGNITIVE LEVEL			PROPORTION OF TOTAL MARK***
		LITERAL UNDERSTANDING	INFERENCE AND APPLICATION	EVALUATION	
1. MEANINGS The student should be able to distinguish between major and minor events and ideas and to understand and interpret subject, purpose, theme, thesis, and supporting details of selections.*	Concepts 6,7,8,10,12,13,16				20%
2. RELATIONSHIPS OF FORM AND CONTENT The student should be able to understand and interpret the organization, writer's technique, point of view, and mood of literary and non-literary materials. The student should be able to evaluate how the impact of a work is affected by its organization, technique, point of view, and mood.	Concepts 6,8,10,13,14,16,17	Percentages within individual parts of the blueprint will vary depending upon the nature of the selections.			10%
3. HUMAN EXPERIENCE AND VALUES The student should be able to understand and interpret a character's relationships, personality traits, and motivation. The student should be able to determine the writer's tone. Through literature, the student should be able to understand and interpret human experience and values.	Concepts 6,7,8,9,13,14,16,17				10%
4. LIFE SKILLS The student should be able to find and organize information for a specified purpose. The student should be able to evaluate information in terms of purpose.	Concepts 6,7,11,12,13,16				10%
PROPORTION OF TOTAL MARK***		5%	35%	10%	50% (70 questions)

*The examination uses selections from fiction, nonfiction, poetry, and modern drama. Visual materials may also be used.

**Program of Studies for Senior High Schools, p. 152(ii)-152(iii), and Senior High School Language Arts 1982 Curriculum Guide, pp. 13-16.

***Percentages are approximate, and will vary depending on the selections chosen.

Sample Reading Selection and Questions

Sample questions 1 to 5 on pages 52 and 53 are based on the article below. Answers to the questions, and a discussion of the questions follow on pages 53 to 56.

A FAILURE OF FAITH IN MAN-MADE THINGS

There are those who have faith in man-made things and those who do not.

I do not.

I do not have faith in elevators. I do not have faith in planes, subways, bridges or tunnels.

I do use them. Of which fact I am very proud.

I have, for example, a friend who chose his dentist because the dentist's office was on the first floor. I know a journalist who became a national expert on trains because he can't bear flying. I have another friend who sold his island house after living there only weeks because he had dizzy spells on the bridge. (The alternative route -- a tunnel -- was completely out of the question.)

I don't think these people are neurotic. Rather, it's a question of degree. How many of the rest of us travel on, over and through man-made things comforted only by our private *escape* plans?

That's the dividing point. People who have faith in man-made things do not have *escape* plans. I do.

I have an escape plan for the elevator. I will escape Certain Death if the elevator drops twenty floors suddenly -- which I fully expect -- because I will be jumping up and down. I read once that if you jump up and down while the elevator is crashing you have a 50 percent chance of being up while it's down and softening the impact.

Don't tell me if it's not true.

I have an escape plan for the final subway stall. If somewhere between stops, the transit line dies and there are four hundred of us squeezed into one car so tightly that no one can move an arm to break a window, I will escape. I will be at my usual post, nose in the door, gasping the one thin stream of air as it comes through a crack.

On the whole, I am more philosophical about airplanes. I look quite relaxed: seated, belted (no, I never take off my seatbelt, not even between here and Paris) and reading a paper before take-off. I repeat ten times, "Well, it's out of my hands now." But look closer. I am in the last row, because I remember from a Jimmy Stewart movie, *The Phoenix*, that you've got the best chance of surviving near the tail. I will *escape*. If I weren't so concerned about looking cool, I would ride on the plane's rear lavatory floor.

As for bridges, I remember the Galloping Gertie. Other bridges look sturdy enough, but there is only one railing between me and the water. When I drive over them, I roll up my window, because if my car plunges into the water -- it is possible, it really is -- there will be an air bubble in it. I will be able to breathe until I collect myself and then

Continued

execute a perfect *escape* like the ones you see on television.

Don't tell me if it isn't true.

My greatest phobia is about tunnels -- maybe because my escape plans stink. Every time I go through a tunnel, I expect the Ultimate Leak. And I haven't figured any way out against the rising water except (1) drive for it or (2) run for it.

I do try to control myself. After all, I have driven through two thousand tunnels without even using the windshield wipers. But I am prepared for the worst.

I don't know how tunnels are built, or bridges, or elevators, or airplanes. I don't know how or why they work. So why should I believe they're safe? How do I know they won't break with me on, in, over or under them?

My escape plans are nothing more than an attempt at control. I know that I don't want to be dependent on the metal of a bridge, or the concrete of a tunnel. In truth, I don't really want to depend on man-made things at all. I hate being that far from Control Center. A severe failure of faith.

I suppose I would make one lousy astronaut.

Ellen Goodman

1. When the writer says "Don't tell me if it's not true" (line 23), she implies that she

   A. fears the 50 per cent odds
   B. prefers the security of ignorance
   C. trusts the information that she reads
   D. distrusts the elevators in which she rides

2. The words "until I collect myself" (line 41) refer to the writer's action of

   A. saving her energy
   B. getting her wits about her
   C. holding her breath in fear
   D. gathering her belongings together

3. The writer believes that she "would make one lousy astronaut" (line 60) because she is

   A. distrustful of technology
   B. a very superstitious person
   C. an extremely opinionated person
   D. terrified of heights and enclosed spaces

4. The writer capitalizes "Certain Death," "Ultimate Leak," and "Control Center" to

   A. create contrast
   B. attain coherence
   C. provide emphasis
   D. develop personification

5. The writer is poking fun PRIMARILY at

   A. her own fears
   B. escape methods
   C. mechanical devices
   D. people who have fears

Sample Questions -- Key and Discussion

Although the sample set of questions on pages 46 and 47 (taken from the English 33 Diploma Examination administered in January 1986) is relatively short, it illustrates the types of questions that form the bulk of Part B of all English 33 Diploma Examinations. Two reporting categories are represented: Meanings (questions 1, 2, 3, and 5) and Relationships of Form and Content (question 4). Also, two cognitive levels are represented: Inference and Application (questions 1, 2, 3, and 4) and Evaluation (question 5).

The following table presents the key and the distribution of student responses by alternative (A, B, C, and D) in per cent for each of the sample questions.

Question Number	Key	Distribution of Responses by Alternative* A	B	C	D
1	B	19.3%	52.2%	24.2%	4.2%
2	B	9.8%	81.6%	6.0%	2.5%
3	A	81.4%	3.4%	4.1%	11.0%
4	C	11.1%	5.3%	75.7%	7.8%
5	A	51.0%	20.3%	12.0%	16.6%

N = 4401 (January 1986)
*The sum of the percentages for each question is 99.9%; approximately 0.1% of the students did not respond to each question.

Continued

1. When the writer says "Don't tell me if it's not true" (line 23), she implies that she

   A. fears the 50 per cent odds
   B. prefers the security of ignorance
   C. trusts the information that she reads
   D. distrusts the elevators in which she rides

The first question tests two important reading functions: the student's ability to relate a pronoun to its antecedent and to infer the meaning of a statement. This is reflective of concepts 6, 8, and 10 of the Statement of Content for English 13, 23, and 33.*

When Ellen Goodman writes "Don't tell me if it's not true" (line 23), the pronoun "it" in her request refers back to a previous statement -- "I read once that if you jump up and down while the elevator is crashing you have a 50 percent chance of being up while it's down and softening the impact" (lines 20-22). The implication in "read once" is that this information about surviving an elevator crash may be suspect. Also, the image of the writer jumping up and down in the elevator as it plunges earthward is itself tinged with black humor. Therefore, alternative C, "trusts the information that she reads," chosen by 24.2% of the total group of students (9.3% of the high achieving group and 34.7% of the low achieving group), is incorrect. Indeed it is because she *does not* trust this information that Ellen Goodman makes her request.

The keyed response, alternative B, "prefers the security of ignorance," was chosen by 52.2% of the total group (85.4% of the high achievers and 21.5% of the low achievers).

Question 1 was difficult, but it discriminated well between high and low achieving students.

2. The words "until I collect myself" (line 41) refer to the writer's action of

   A. saving her energy
   B. getting her wits about her
   C. holding her breath in fear
   D. gathering her belongings together

Questions 2 and 3 were quite easy with over 80% of the students answering each question correctly. Both questions discriminated well between high and low achieving students.

Question 2 tests the student's ability to perform the important reading function of determining the meaning of an idiomatic expression, and is reflective of curriculum concepts 6, 8, and 10.

*As found in the Senior High School Language Arts 1982 Curriculum Guide, pp 13-16.

The vast majority of students, 81.6% (97.9% of the high achieving group and 54.0% of the low achieving group), associated the idiomatic expression "until I collect myself" with the keyed response, alternative B, "getting her wits about her." Alternative A "saving her energy" drew 9.8% of the total group but discriminated well since it drew only 1.1% of the high achieving group and 21.9% of the low achieving group.

3. The writer believes that she "would make one lousy astronaut" (line 60) because she is

   A. distrustful of technology
   B. a very superstitious person
   C. an extremely opinionated person
   D. terrified of heights and enclosed spaces

Question 3 asks the student to determine why Ellen Goodman believes that she "would make one lousy astronaut" (line 60), and is reflective of curriculum concepts 6, 7, 8, and 10. Certainly the whole selection is dealing, albeit humorously, with Goodman's distrust of technology as represented by her "failure of faith in man-made things."

The keyed response, alternative A, "distrustful of technology," was chosen by 81.4% of the total group (94.7% of the high achieving group and 61.5% of the low achieving group). Alternative D, "terrified of heights and enclosed spaces," was chosen by 11.0% of the total group (4.4% of the high achievers and 21.1% of the low achievers).

It is *not*, however, heights and enclosed spaces *per se* that terrify Goodman; what terrifies her is being forced to rely on technology in what could become dangerous situations. There is nothing in the selection to suggest that Goodman would be terrified if she were snug in a bower in a green wood or placed on top of a high hill, providing solid earth were underfoot.

4. The writer capitalizes "Certain Death," "Ultimate Leak," and "Control Center" to

   A. create contrast
   B. attain coherence
   C. provide emphasis
   D. develop personification

Question 4 was another relatively easy but highly discriminating question. It tests the student's ability to determine the effect of the writer's technique of capitalizing words that are normally written without capitals, in this case "Certain Death," "Ultimate Leak," and "Control Center." This is reflective of curriculum concepts 6, 7, 8, and 10.

The keyed response, alternative C, "provide emphasis," was chosen by 75.7% of the total group (93.5% of the high achieving group and 54.2% of the low achieving group). Alternative A, "create contrast," drew 11.1% of the total group (1.8% of the high achieving group and 22.1% of the low achieving group).

Continued

5. The writer is poking fun PRIMARILY at

   A. her own fears
   B. escape methods
   C. mechanical devices
   D. people who have fears

The final question of the set, question 5, was difficult but, like the other questions, highly discriminating between the high and low achieving groups.

This is the only question of the set that asks the student to select the *best* rather than the *correct* response, indicated in the stem of the question by the qualifier PRIMARILY in upper case letters. All four alternatives (A, B, C, and D) are, to some degree, correct; the student is required to judge which alternative is best. This question reflects curriculum concepts 6, 7, 8, 10, and 11.

Ellen Goodman is certainly "poking fun" at "her own fears," at "escape methods," at "mechanical devices," and at "people who have fears," but the primary target of her humor is herself and an exaggerated version of "her own fears." The selection is written in the first person and gives prominent display to the personal pronouns "I," "me," and "my." The writer has adopted the role of the jester or fool to provide entertainment for the reader.

The keyed response, alternative A, "her own fears," was chosen by 51.0% of the total group (70.0% of the high achieving group and 36.8% of the low achieving group). Alternative B, "escape methods," drew 20.3% of the total group (10.6% of the high achievers and 32.3% of the low achievers).

CREDITS

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